

Literacy - Week 6

Setting description

Overview

This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once - however this suits your home learning timetable.

Please contact me if you require further assistance.

Adventures are the pits

<https://www.youtube.com/watch?v=5zr9aiWQ8Tw>



Day 1

LO. To be able to discuss and respond to a film stimulus (inference and deduction).

Children produce an initial response to the film

- Show children the film title and ask them to comment on what they think the film will be about.
- Take suggestions and then watch the film until 0.12s.
- Have they changed their mind? Is the film what they thought it would be about?
- Continue to play the film.
- Throughout the showing pause at times and ask the children to comment on what they think the story will be about.
- Ask them to discuss their initial responses.

- Move on to more probing questions.
- Why do you think the boy is at a ball pit? How is he feeling stood at the top of the slide and how do you know? What would you say to the boy at the top of the slide?
- Can you give 3 words to describe how he is feeling sliding down the slide? How does the boy feel once he's inside the ball pit and how do you know? Why did the boy let go of the ball mountain and begin to fall? What evidence is there that the boy acted bravely at the end of the story?
- Find 3 words describing how the boy felt right at the end of the story. How do you think the boy will be different after his experience at the ball pit?
- What was your favourite part of the story and why?
- After discussing a few of these questions explain that the children will be recording their ideas.

Task

- ▶ Children answer the questions after the film as a discussion
- ▶ As an extension you could move on to answering the questions in your book.

Where is the film set?

Who is the main character ?

What do you think the boy is afraid of at the start? How can you tell?

What is it like inside the pit/cave?

How do you think the boy felt when he was trapped inside the cave?

****CHALLENGE QUESTION****

How else could he have escaped the cave?

Task

- ▶ Record your responses to the film in your book
- ▶ Questions are differentiated accorded to ability - if children struggle/need more challenge they might need to change resource to green task or red task.

Where is the film set?

Who is the main character, do you see anyone else ?

What do you think the boy is afraid of? How does he overcome his fear?

How do you think the boy would describe the inside of the cave?

How do you think the boy felt when he escaped the pit?

****CHALLENGE QUESTION****

Would you go down the slide, knowing what was at the bottom? Why?

Task

- ▶ Record your responses to the film in your book
- ▶ Write in full sentences and support your answers using evidence from the film

These questions should be answered using full sentence answers using evidence to support your answers wherever possible.

Where do you think the film is set and why?

What other stories can you think of that have a similar setting?

Who is the boy and why is he there?

Do you think he is alone – what evidence can you use to support your answer?

How do you think the boy felt at the beginning of the story and why?

Do you think his attitude changed after he went down the slide? Give reasons why you think this.

What do you think he felt as he fell into the pit?

How did you feel when the boy started to climb the ball tower?

What do you think happened before this part of the story? Where did the pit come from?

Predict what you think will happen next.

Do you think there was any other way to escape the pit?

Does this story remind you of any other stories you have read/watched?

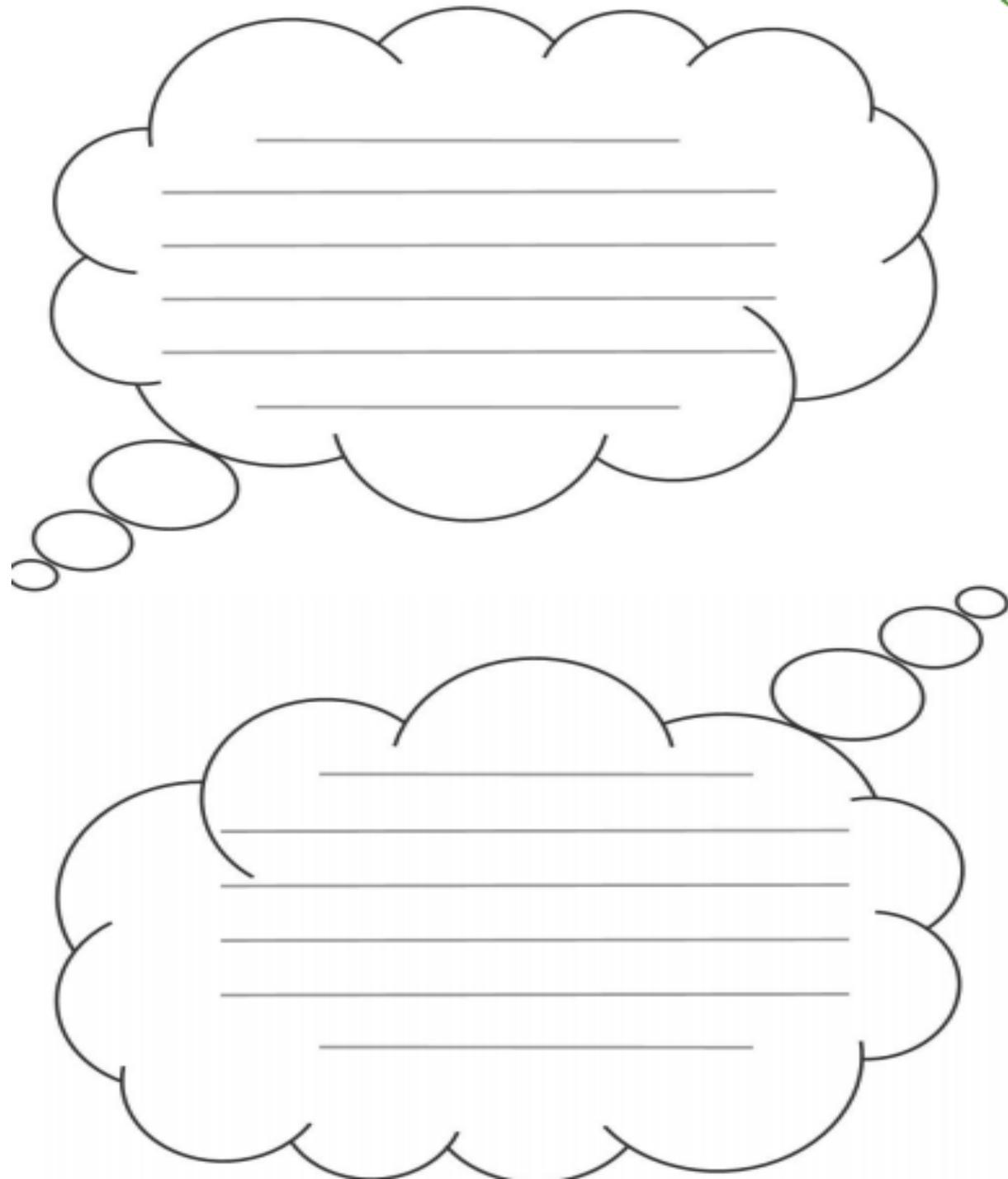
Plenary -

Pause the film again at 0.12s and ask the children How would you feel if you were the boy?

Record answer in the first bubble.

Then ask: What advice would you give to the boy?

Record answer in the second bubble.



The image contains two thought bubbles, each with five horizontal lines for writing. The top bubble is connected to the text above it by three small circles of decreasing size. The bottom bubble is connected to the text below it by three small circles of decreasing size.

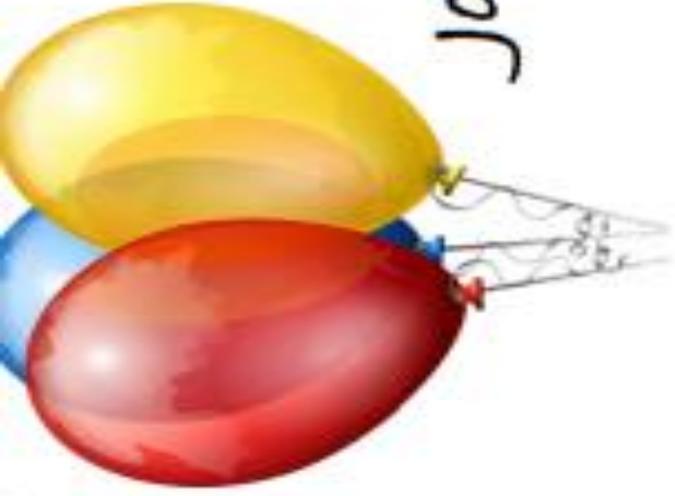
Day 2

LO. To be able to write an invitation to a party.

Children produce an invitation to a party at the ball pit.

- ▶ Look at some examples of invitations
- ▶ Explain to the children that they will be writing an invitation to the boy inviting him to the ball pit birthday party.
- ▶ Before writing, we need to know what to include.
- ▶ Send children away to gather ideas for a birthday party invitation checklist.

- ▶ Begin discussing their findings. Begin to compile a class list of What do we need? on a flipchart or whiteboard e.g. Who is invited? What are they invited to? When is the invite for? Where is the event? Why are they celebrating?
- ▶ Look at resource on the next slide as an example and identify the 5ws that are included.
- ▶ Is anything missing? Do we need to include anything else?
- ▶ Model how to begin writing an invitation for the ball pit birthday, you might want to agree on a time and date together at this point.
- ▶ Once the confident, send them away to complete their invitations.
- ▶ If children would like to design their own, then allow them plain paper to decorate at a later date.



To: Paulina

You are invited to:

Joe's Ball Pool Birthday
Party

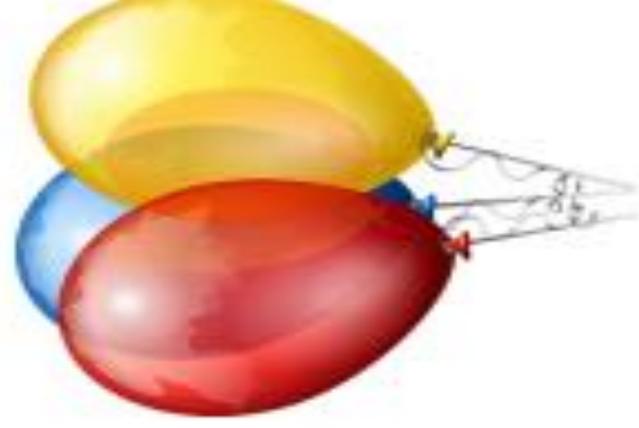
Date and time: Saturday 3rd July
11am-1pm

Where:

Mega Funland
The Street
The Town
WRITING

RSVP:

Joe's Mummy
08090 332 212



Hope you can make it!

Task

- ▶ With adult support if necessary. Use template to create a party invitation detailing the correct information.



To:

You are invited to:

Date and time:

Where:

RSVP:



Hope you can make it!

TASK

Use template to create a party invitation detailing the correct information.



TASK

Create a party invitation detailing the correct information.

Plenary

- Children display their invitations for their family to look at.
- Has everything been included? What would make this invitation even better?

Day 3

LO. To be able to create expanded noun phrases and similes to describe a scene.

Children gather vocabulary to for a setting description

- ▶ Replay the film and recap the discussions and learning from yesterday.
- ▶ Explain to the children that over the next few days they will be building up the skills to write a setting description, using the senses.
- ▶ Ask children what the 5 senses are and discuss which ones will be appropriate to use - draw out that taste is not always applicable.
- ▶ Once children have a good grasp of what the senses are move onto main input

- ▶ Explain that the children will be gathering rich vocabulary using the senses ready for writing a setting description in the next session.
- ▶ Explain the grammar focus - expanded noun phrases and similes.
- ▶ Pause the film in the appropriate place to show the deep, dark ball pit scene.
- ▶ The children will focus on the section of the film from 0.15s to 1m52s. What do the children notice? Can the children begin to come up with any expanded noun phrases which describe the scene?
- ▶ Can we use words/phrases that show how the character is feeling?
- ▶ Begin to gather ideas together and model how to write them down. E.g. Enormous, terrifying ball mountains. Dark, cavernous world. How about effective verb choices?
- ▶ Can the children create similes to compare the objects? Begin to gather these ideas and model how to write them down. E.g. As tall as sky scrapers. As sticky as glue.

- **TASK**
- Use the paused film to identify things you can see, hear, feel.
- Children attempt some expanded noun phrases.

- **TASK**
- Use the paused film and senses to gather expanded noun phrases and similes which describe the scenes.

- **TASK**
- Use the paused film and senses to gather rich vocabulary including expanded noun phrases and effective similes which capture the mood of the scene.
- Challenge the children to expand after the noun- this may need adult support.

Plenary

Look at the vocabulary that has been gathered. Look at the comparisons being made in the similes. Are they appropriate?

Day 4

LO. To write a detailed setting description capturing the mood of a scene.

Children produce a setting description.

- Revisit yesterday's vocabulary gathering work.
- Ask the children to choose their favourite word/phrase from yesterday's session and write them in their book.
- Children can stick their favourite words/phrases around the settings.
- This can be used to aid less confident children during writing sessions.

Watch the clip again from 0.15s to 1m52s.

Explain that today the children will be writing a setting description about the ball pit scene. The focus will be upon the setting and not the boy.

Using their words and phrases from the previous session, they need to describe what it is like once the boy goes down the slide and into the ball pit.

Next ask the children to tell you the places that will be included in the description: the slide and the cave. Then ask the children to tell you different ways of describing where you are?

Write in books inside the slide, at the end of the slide, inside the cave.

Can the children think of any other ways to describe it? Give them 2 minutes thinking time Next, watch the first few seconds from 0.15s.

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Ask the children what it must be like to go down the slide? Elicit ideas such as 'like going down a giant's throat.' Begin your writing by writing The journey down the red slide was like slipping down a giant's throat. Underline the expanded noun phrase and the simile. Remind the children that an expanded noun phrase does NOT have to have two adjectives!

Then ask what happens next? Elicit from the children he drops down through the balls.

Together decide upon a suitable sentence to describe this action.

Next tell the children they would then describe the cave. They need to think about including three of the things that are in the cave and also making it sound frightening. Look at Resource. Point out the two things you'd like to see in their writing today: the expanded noun phrases and the similes.

dark

gloomy

dim

shadowy

black

enormous

huge

towering

mountain

terrifying

scary

frightening

panic

entrance

slide

creep

escape

nervous

mountain

cave

cavern

boomerang

lollipop

plaster

The journey down **red slide** was **like slipping down a giant's throat**. At the end of the slide, the **bright, colourful balls** were hiding a secret. The boy burst through the top layer of balls and down into a **dark cave**. Inside the gloom, was an **enormous, towering ball mountain as tall as a skyscraper**. From above, the entrance to the cave was large and shining brightly, but from below, it looked **like a tiny dot of light**. **How vast the cave was!** Scattered everywhere were lost objects. A **half eaten lollipop**, which was **as sticky as glue**, fell from out of nowhere. An **old, green boomerang** made the perfect foothold for climbing . All around him, the **scary, suffocating darkness** was creeping in. **Was there any escape?**

Can you spot the expanded noun phrases?

Can you see any similes?

How have some sentences been started?

Have you noticed anything else?

- **Task**
- Write a setting description using senses and some expanded noun phrases.
- Use resource on previous slide as a support.

- **Task**
- Write a setting description using senses, expanded noun phrases and similes. Children to use resource on previous slide as a support.

- **Task**
- Write a detailed setting description using senses, expanded noun phrases and similes.
- Can the children also include the words and phrases to explain where things are (adverbials of place and preposition phrases)?

▶ Plenary

- ▶ Children to read their work aloud. You could offer verbal feedback at this point. Can other children think of any synonyms the reader could have used?

Day 5

LO: To write a short action sequence.

Children write the part where the boy slides down into the ball pit.

- ▶ Explain to the children that they are going to be writing action chains today.
- ▶ They will use this skill later next week in their extended writing.
- ▶ Explain ‘action chains’ as short sequences of sentences which include action.
- ▶ Tell the children that there are three skills that they will need to do this. 1) Be able to link the action, 2) include strong verbs 3) Use words to show time passing.
- ▶ Look together at Resource on next slide. The children will see that this short piece of writing is only about falling down the slide and into the pit.
- ▶ Ask the children to use a highlighter, or felt tip, to find the powerful verbs. What about words which show time passing? How many did they find? (5b) Ensure the children are clear about what is meant by a powerful verb

The boy clung tightly to the edge of the slide with two hands. He looked up for a moment then took a deep breath and plunged into the darkness.

Seconds later, he tumbled down the slide, wailing loudly, with his eyes screwed tightly shut. His arms dragged behind him, trying to stop the fall. At the bottom, he suddenly found himself plummeting through the darkness and toppling down a huge ball-mountain.

His howling body bounced over and over against the surface, until he landed, flat on his face, with a yelp and a THUD!

The boy **clung** tightly to the edge of the slide with two hands. He looked up for a moment then took a deep breath and **plunged** into the darkness. Seconds later, he **tumbled** down the slide, **wailing** loudly, with his eyes **screwed** tightly shut. His arms **dragged** behind him, trying to stop the fall. At the bottom, he **suddenly** found himself **plummeting** through the darkness and **toppling** down a huge ball-mountain. His body **crashed** over and over against the surface, until he landed, **howling**, flat on his face with a yelp and a THUD!

- ▶ Next look at resource on next slide- this is a very simple action sequence.
- ▶ Can the children see what happened? These are the same steps as described in previous resource, however, they have little or no description, no powerful verbs and no passage of time.
- ▶ Ask the children to focus on two-three links in the chain. Look at the powerful verbs word bank. Can the children select several powerful verbs to add into the chain? Can they change the openers so that they do not start with the same words?
- ▶ Show the children the sentence: He tumbled down the slide with his eyes screwed tightly shut.
- ▶ Ask the children what was he doing as he tumbled down the slide?
- ▶ Look at how we can add this information in... He tumbled down the slide, wailing loudly, with his eyes screwed tightly shut. Talk about the commas.
- ▶ Next ask when did it happen? Ascertain that it was seconds after he was breathing deeply.

- ▶ Show the children how to add the phrase seconds later into the sentence.
- ▶ Where could we put it? We could actually add it into lots of different places. Seconds later, he tumbled down the slide with his eyes screwed tightly shut. He tumbled down the slide, seconds later, with his eyes screwed tightly shut. He tumbled down the slide with his eyes screwed tightly shut, seconds later.
- ▶ Decide together that it sounds better at the start of the sentence because it is helping to move the time along.
- ▶ Explain that you would really like to see them adding a little bit of information into one or two sentences during their writing today

Action Chain



The boy held the edge of the slide.

The boy looked up.

The boy took a deep breath.

The boy stepped into the slide.

The boy slid down the slide.

The boy dropped out of the slide.

The boy fell into the pit.

The boy bounced down the mountain.

The boy landed on his face.

Verbs that mean 'fell'	plummeted	lurched	tumbled	crashed	plunged
Verbs that mean 'hit'	bounced	collided	struck	bumped	smacked
Verbs that mean 'held'	clung	gripped	grasped	clutched	seized
Verbs that describe sounds	wailing/ wailed	howling/ howled	screeching /screeched	shrieking/ shrieked	moaning/ moaned

► **TASK**

- Copy this into your books to create an action chain
- You should change each of the sentences using the skills taught in the lesson and previous resources to help.

The boy held the edge of the slide.

The boy stepped into the slide.

The boy slid down the slide.

The boy fell into the pit.

The boy bounced down the mountain.

▶ **TASK**

- ▶ Write an action chain for at least 5 of the steps from Action chain resource.
- ▶ Explain that you expect the children to use a range of powerful verbs and some passage of time.
- ▶ Can they complete the challenge set in the input?

- ▶ **TASK**
- ▶ Write an action chain for the journey down the slide into the pit.
- ▶ Explain that you expect the children to use a range of powerful verbs and some passage of time.
- ▶ Can they complete the challenge set in the input?



▶ **Plenary**

- ▶ Did the children add information into their sentence?
- ▶ Could we improve them even more?